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Appendix M. Research Utilization and Problem Solving

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The Research Utilization and Problem Solving (RUPS) Model--an instructional system designed to provide the needed competencies for an entire staff to engage in systems analysis and systems synthesis procedures prior to assessing educational needs and developing curriculum to meet the needs identified--is intended to facilitate the development of seven skills fundamental to effective teaching. These skills are (1) research utilization and problem solving, (2) force field analysis, (3) listening, (4) communicating, (5) providing and accepting help, (6) giving and receiving feedback, and (7) working with peers and superiors. Both action research steps (identifying the problem, diagnosing the problem situation, considering action alternatives, trying out an action plan, and diffusion and adaptation) and the force field technique are employed in problem solving. Effects of the classroom environment, data gathering, deriving action implications and alternatives from a research finding, and dimensions of group growth are also considered in the model. Furthermore, a complementary model has been designed for acting out the RUPS Model. (Included are rating scales for group growth and a guide by which teachers can rate themselves on the seven fundamental skills. This document and SP 002 155--SP 002 180 comprise the appendixes for the Comfield Model Teacher Education Program Specifications in SP 002 154.) (SG)

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APPENDIX M--RESEARCH UTILIZATION AND PROBLEM SOLVING

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OFFICE OF EDUCATION

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RESEARCH UTILIZATION AND PROBLEM SOLVING

Introduction

If the instructional manager is to perform his known instructional tasks to the highest degree of effectiveness and efficiency, he needs to have skills:

1. In research utilization and problem solving
2. In force field analysis
3. In listening
4. In communicating
5. In knowing how to be a helper and a helpee
6. In giving and receiving feedback
7. In working with peers and superiors

The instructional system developed by Dr. Charles Jung and the Northwest Regional Educational Laboratory was designed to produce these competencies in teachers and teachers of teachers. This system has been implemented in a school system in California to provide the needed competencies for an entire staff to engage in systems analysis and systems synthesis procedures prior to making a needs assessment of educational needs and developing curriculum to meet those needs.

RESEARCH UTILIZATION AND PROBLEM SOLVING

Charles Jung

Suppose that a youth worker came to you and said, "The group of children that I'm working with this year is very difficult. There is one child in particular who seems to cause the trouble. Do you think I should remove that child from the group? Do you believe this might solve my problem?" You would need to ask many questions of this youth worker in order to be helpful. This situation can be compared to a patient who comes to a doctor and says, "I have a terrible headache. Do you think I should undergo brain surgery?" The doctor would naturally conduct a careful diagnostic examination before even considering what action to take in order to solve the problem.

In both of these problem situations, someone has jumped directly from a problem situation to considering a plan of action. The real problem in both cases is that several important steps in the problem-solving process have been left out. This paper will review these steps and give particular attention to the force field technique of diagnosing a problem.

Action-Research Steps of Problem Solving

1. Identifying the Problem - Who is causing it and who is affected by it? What specific goals would need to be attained in order for the problem to be resolved? What kind of a problem is it; e.g., Self: Conflicted about my values, attitudes; my lack of skills; my inability to express feelings. A different perception Other: Lack of understanding; not willing to use his resources; lack of skills conflicted about values attitudes. Organization: Lack of communication channels; lack of scheduled time and resources; unclarity about membership roles and norms; power conflicts in decision making; lack of support for innovation. Society: Community values in conflict with school values; lack of clarity about goals; other structures in conflict with school structure. What sources from research information would be needed to more clearly define the type of problem and validity of goal solution.

2. Diagnosing the Problem Situation - Once the problem has been clearly stated in terms of goals to be attained in

order to resolve it, one should identify the forces operating in the situation which tend to push toward a particular goal and those pushing against attaining that goal. As the true forces are identified, it often becomes clear that the goals which were first thought to represent a solution are incorrect or inadequate ones. New goals must be stated and new forces identified repeatedly as one works toward resolution of the problem. Diagnosis is a continuous part of problem solving.

3. Considering Action Alternatives - As diagnostic work progresses, a range of action alternatives should emerge. Each should be considered in relation to knowledge of the forces operating in the problem situation. If one or some combination of the alternatives is tried, what will happen to the forces pushing toward or away from a particular goal? How will the forces operate to influence the success or failure of trying a particular action alternative?

4. Trying Out an Action Plan - At some point, one or a combination of the action alternatives will be attempted. As the attempt is made, information will be needed to assess whether there is movement toward the goals. This would include discovering which forces are changing so as to understand what is accounting for movement or lack of it. Such assessment provides both an evaluation of progress and a new diagnostic picture. It clarifies the next action steps which need to be taken. It may also identify additional skills which may be needed in order to move ahead. This latter type of information should be the basis of inservice training closely related to any action program.

5. Diffusion and Adaptation - Information gained from action experience in dealing with a problem should be shared with others who face similar problems. Information to be diffused should include: a clear, specific statement of the problem; the forces involved in the problem situation; a description of action taken to change the forces; results of action including failures as well as successes; special problems that were encountered; and special skills that were needed to carry out particular actions. These kinds of information make it possible for persons in another setting to adapt elements of what was tried to their own diagnoses of their particular problem situations.

Continuous attention to diagnosis is the cornerstone of the action-research steps of problem solving. Without complete, accurate diagnosis, problems in youth work tend to multiply. Fads are accepted which don't really fit the local situations where they are applied. Potentially good solutions are abandoned without realizing the slight changes which were needed to make them work. Decisions are made on the basis of peoples' ability to argue or on the status of positions which they hold rather than on the true facts of the situation. Helpful innovations in youth work are rediscovered and die repeatedly without being effectively shared as people don't know what to tell or what to ask about how they worked.

There are probably several reasons why good diagnostic work is not engaged in very actively by people who work with youth. One is that it is comparatively difficult to identify clear goals in helping youth to grow. An engineer can make accurate estimates of the kinds and quantities of materials he needs to build a power dam to produce a given amount of electricity in a certain setting. It is vastly more complicated for a youth worker to estimate the kind of experience that will help a group of children develop a trait, such as interdependence, appropriate to their innate abilities and the probable opportunities of their life setting.

It is often difficult to get accurate information even when goals can be stated clearly in work with youth. The medical doctor listens with his stethescope, views with his x-ray machine, and analyzes with his chemical and electronic equipment. Youth workers are only beginning to be provided with the tools being developed by social scientists to gather the sorts of diagnostic data of critical importance to their efforts. These include ways to be sensitive to feelings, inner values and attitudes, ways to learn of the perceptions people have of each other and the norms which operate in groups to influence the behavior of the individuals in them.

An especially important barrier to becoming involved in good diagnostic work is simply the lack of awareness of how important and satisfying such effort can be. Spending time gathering information, thinking about it, and planning on the basis of it is not a traditional part of the youth worker's role. There is little support or reward for time which is not spent in carrying out action or for time spent in working directly with youth or carrying out administrative details.

Force Field Technique of Diagnosing a Problem

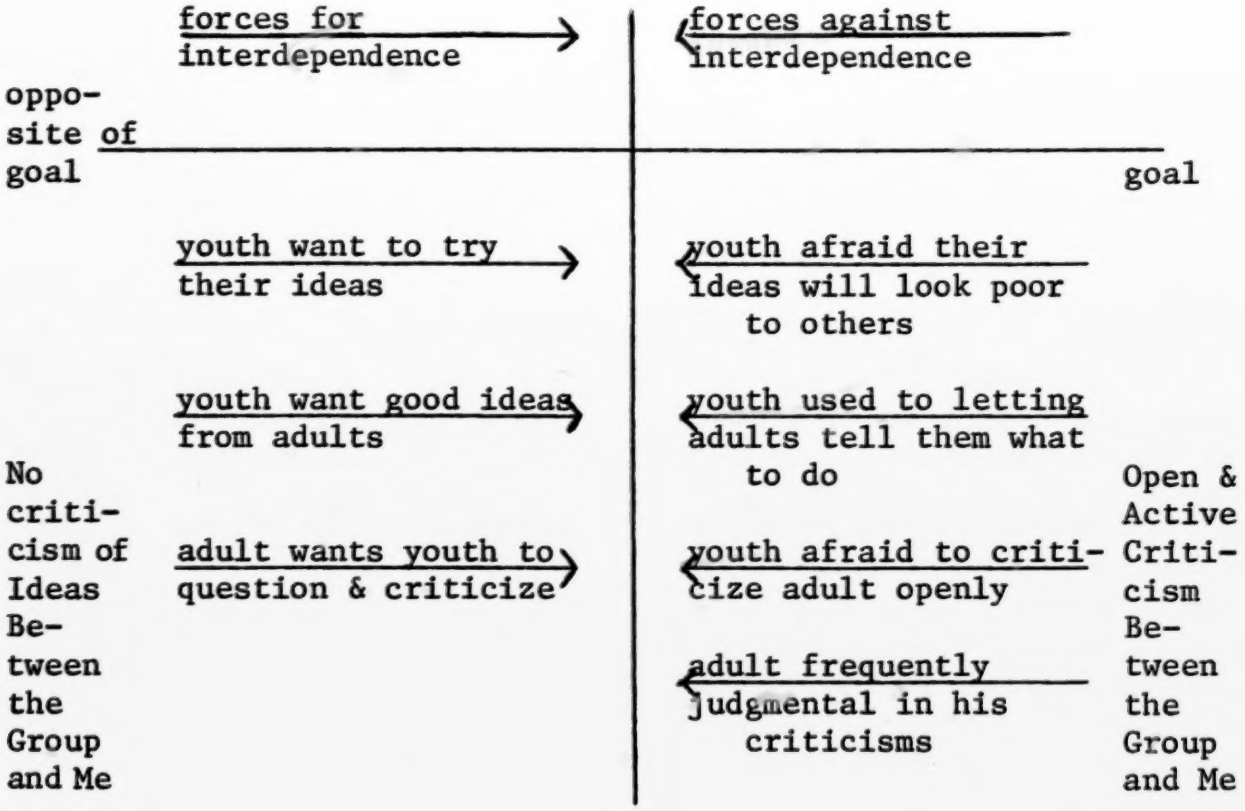
To use this technique, one must first state a problem in terms of a clear goal. An example will be used to illustrate the technique. Mr. Jones is a youth worker who states his problem as follows:

> As an adult working with a group of youths, I'm concerned about developing interdependence between us. I don't want the youth in our group to do things just because I suggest them. On the other hand, I don't want them to reject ideas just because they come from the adult. I have a goal of the group becoming more open and active in criticizing what they see as helpful and nonhelpful in my suggestions and of seeking my reactions to theirs.

Mr. Jones is now ready to write out his first force field. He takes a blank sheet of paper and writes the general nature of the problem at the top. He then draws a horizontal line across the top. On the left side of the line he writes "forces for interdependence." On the right side he writes "forces against interdependence." In the right-hand margin of the paper he writes the goal which he has specified for his problem, "open and active criticism of ideas between the group and me." In the left-hand margin of the paper he writes the opposite of his goal, "no criticism of ideas between the group and me." Now he draws a vertical line down the middle of the page. This line represents the way things are at the moment with regard to openness and activeness of criticism between him and the group. Things are the way they are at the moment because there is a set of forces pushing from the left toward openness and activeness of criticism, and an equal set of forces pushing from the right against openness and activeness. If the forces on the left became stronger while those on the right stayed the same or got weaker, then the line would move toward the right--toward more openness and activeness. Mr. Jones must now write out what he believes to be the important forces operating in this situation. Diagram I presents his first effort at writing out the force field.

DIAGRAM I

Force Field #1 - Interdependence Between the Group and Me


forces for interdependence
forces against interdependence
opposite of goal
goal
youth want to try their ideas
youth afraid their ideas will look poor to others
youth want good ideas from adults
youth used to letting adults tell them what to do
No criticism of Ideas Between the Group and Me
adult wants youth to question & criticize
youth afraid to criticize adult openly
adult frequently judgmental in his criticisms
Open & Active Criticism Between the Group and Me

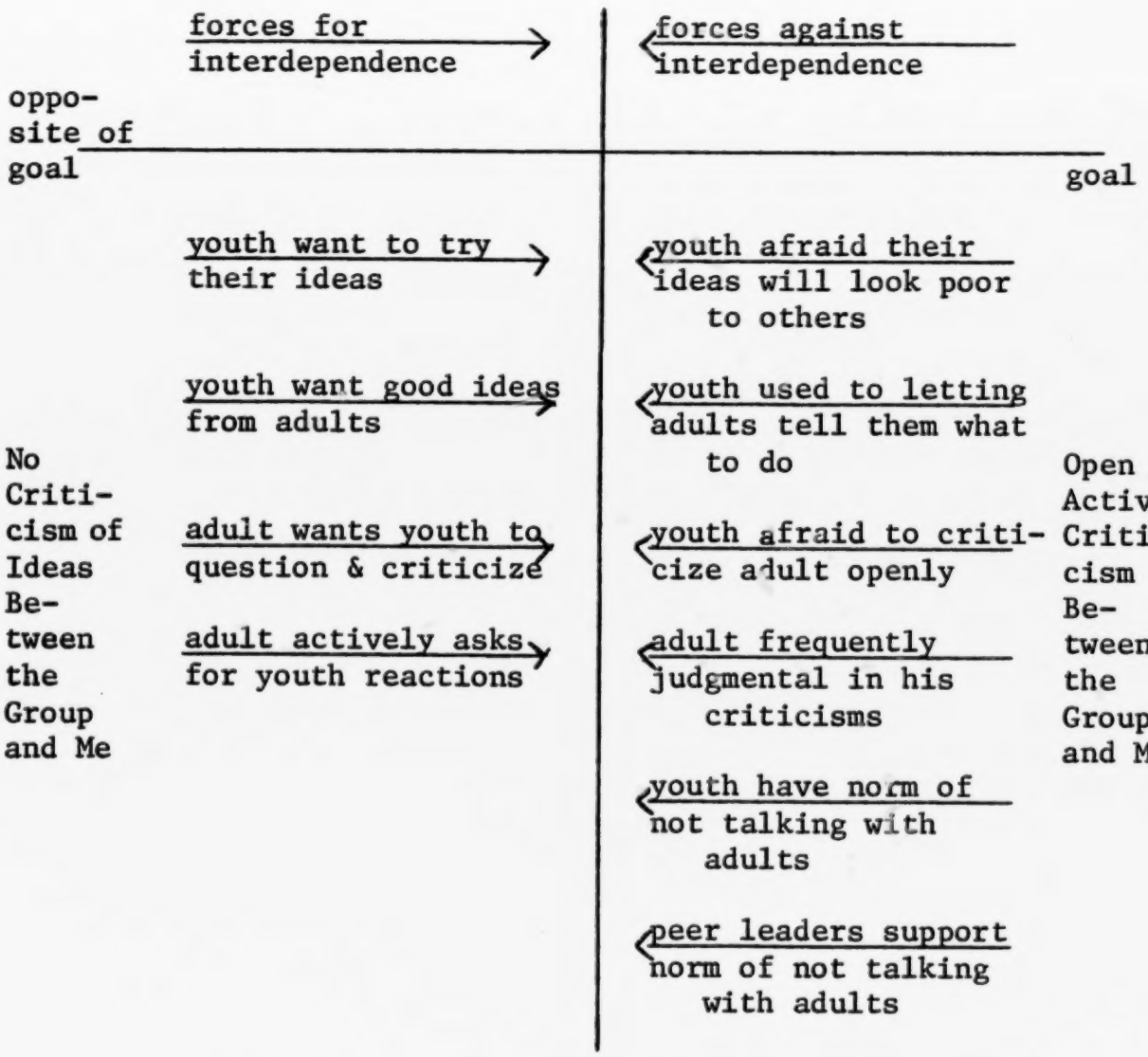
Mr. Jones wasn't very satisfied with his first effort to draw the force field. He guessed that there must be additional forces than the ones he had thought of. During his next meeting with the youth, he raised the question of how people felt about discussing each other's ideas. He asked specifically for their reactions to some of the ideas he had recently suggested. He especially asked them to share their reactions to the weak aspects of these ideas and how they might be improved. The youth seemed pleased at being asked for their reactions. They also seemed reserved about giving them. One of them told him privately later, "We just don't talk about that with adults. I would have said some things, but the other kids would have thought I was being an apple polisher."

Mr. Jones believed he had learned two things from the discussion. One was that an additional "force for" was to actively ask the youth for their reactions. Another was that there was some kind of norm among the youth about not talking to adults in a way

that would be seen as "apple polishing." This norm appeared to be an important "force against." He thought maybe the peer leadership of the group was an important "force against" which was affecting the way this norm operated in the group. In Diagram II we see how Mr. Jones added these three forces to the force field.

DIAGRAM II

Force Field #2 - Interdependence Between the Group and Me


forces for interdependence →
← forces against interdependence
opposite of goal
goal
youth want to try their ideas →
← youth afraid their ideas will look poor to others
youth want good ideas from adults →
← youth used to letting adults tell them what to do
No Criticism of Ideas Between the Group and Me
adult wants youth to question & criticize →
← youth afraid to criticize adult openly
adult actively asks for youth reactions →
← adult frequently judgmental in his criticisms
← youth have norm of not talking with adults
← peer leaders support norm of not talking with adults
Open & Active Criticism Between the Group and Me

Mr. Jones now did three additional things with his force field. First he ranked all of the forces in terms of how important he thought they were in trying to change the situation. He

put a number 1 by that force field which he believed would yield most movement toward the goal if it could be changed. He put a 2 by the force that he thought would result in the second greatest amount of movement if changed--and so forth. Second, he rated each force in terms of how easy he thought it would be for him to bring about some change in it. He gave each force a rating of hard, medium or easy. Third, he again rated each force, this time in terms of how clear he was about whether it really was a force. Was he just imagining it to be a force or was it really operating? He labeled each force as clear, partly clear, unclear. Diagram III presents Mr. Jones' force field at this point.

SUMMARY FOR CRITERIA FOR RANKING AND RATING

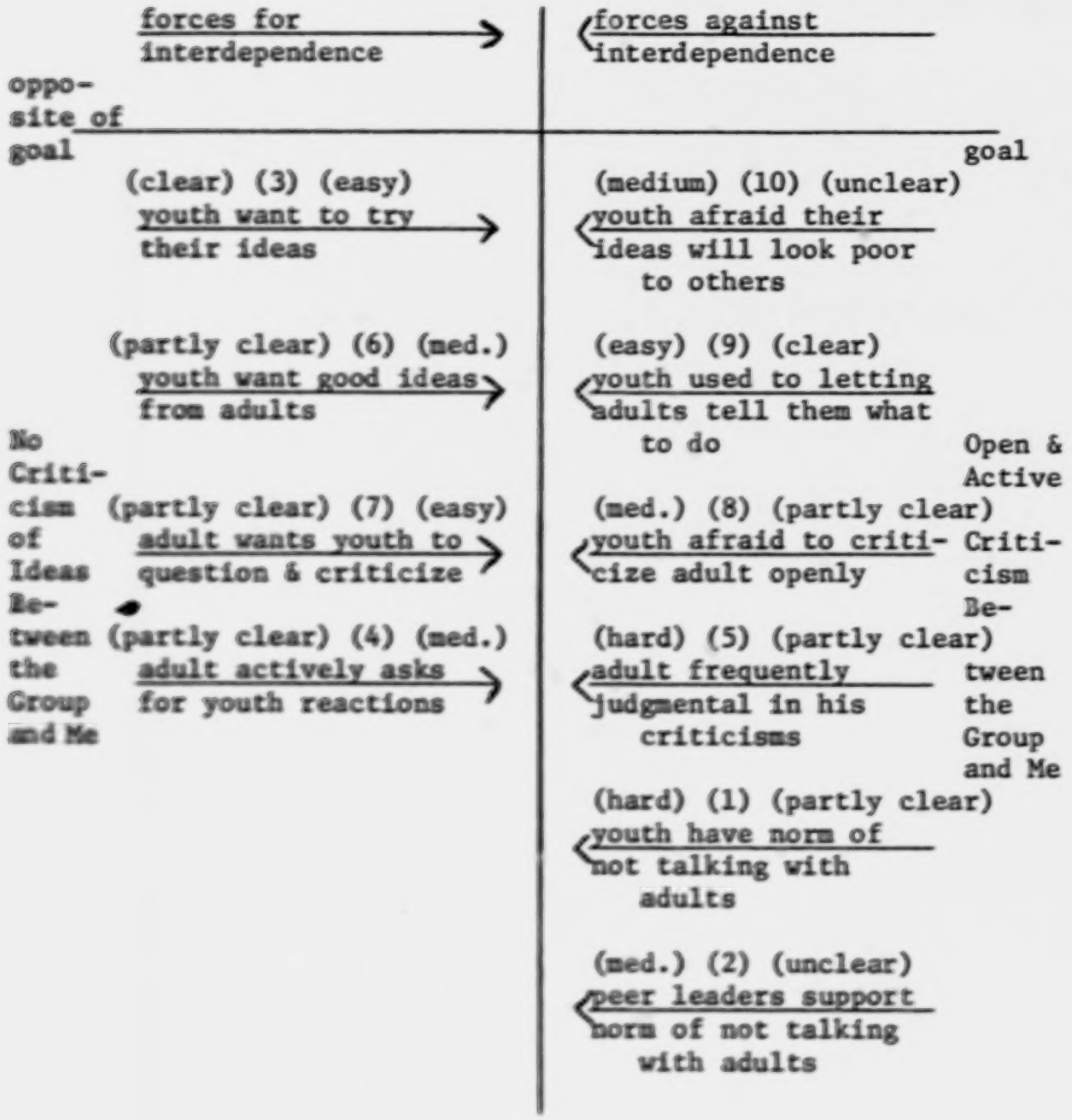
Strength is defined as resistance to change. How strong is a force in changing a situation--is it hard, medium, easy?

Clarity refers to validity. What evidence is there that it is a force?

Potency refers to the degree of influence the force has in weighing. How important is it? How would you rank it?

DIAGRAM III

Force Field #2 - Interdependence Between the Group and Me


forces for interdependence
forces against interdependence
opposite of goal
goal
(clear) (3) (easy)
youth want to try their ideas
(medium) (10) (unclear)
youth afraid their ideas will look poor to others
(partly clear) (6) (med.)
youth want good ideas from adults
(easy) (9) (clear)
youth used to letting adults tell them what to do
No Criticism of Ideas Between the Group and Me
Open & Active Criticism Between the Group and Me
(partly clear) (7) (easy)
adult wants youth to question & criticize
(med.) (8) (partly clear)
youth afraid to criticize adult openly
(partly clear) (4) (med.)
adult actively asks for youth reactions
(hard) (5) (partly clear)
adult frequently judgmental in his criticisms
(hard) (1) (partly clear)
youth have norm of not talking with adults
(med.) (2) (unclear)
peer leaders support norm of not talking with adults

Now Mr. Jones had a picture of what he thought was going on in his problem situation. The most important thing that stood out to him was that he was not very clear about some of the forces which he guessed to be important. He went back to the youth to get more information about forces that were not clear. He got

this information both through discussions and by using questionnaires. The force which he had ranked as most important seemed so complex to him that he wrote out a force field diagram about it!

This helped him identify further forces and questions he needed to discuss with the youth. Mr. Jones also began to consider ways he could alter some of the forces. He put some of these alternatives into action. His efforts to get information from the youth so as to diagnose what the force fields were turned out to be an action plan in itself which proved helpful. Mr. Jones found the group changing in the direction of his goal.

At the end of several weeks, Mr. Jones found it helpful to look back over his efforts. He could note the changes which had occurred in his force field over time. He knew that his current force field diagram was much more accurate than his first attempts had been. It was based on careful data gathering. He had gathered some kinds of data several times so that he could see evaluatively how some of the forces had changed in response to the action efforts which he and the youth had worked out. Most exciting to Mr. Jones was his discovery that he could share the force field technique with the youth. Now they were working together on diagnosing goal situations, planning action for the group, and evaluating the reasons for success and failure.

SUMMARY

A person applying the force field technique in diagnosing a problem and/or deriving the most appropriate solution will have completed the following process steps:

1. Identified a problem/goal
2. Communicated a problem applying all criteria
3. Listed forces <u>for</u> and <u>against</u> in proper form
4. Rated forces in numerical scales
5. Ranked forces in numerical scales
6. Gathered data about problem
7. Evaluated data and derived other forces, etc.

8. Derived and stated appropriate solution strategy

9. Evaluated solution effectiveness

INSTRUCTIONS FOR DIRECTED LISTENING

Echolalia Exercise Ia

1. Restate what you have heard in your own words.

2. Ask the other person for confirmation--has he heard correctly?

3. Ask the other for illustrations or examples as an expansion.

4. If appropriate, ask for definition of term or ask, "What does it mean to you?"

OBSERVER GUIDE Ib

Guidelines for increasing "saying" and "listening" skills:

--Is problem statement clear; is sender striving to insure understanding

--Is listener giving evidence of careful and attentive listening striving to capture meaning intended

--Is sender taking time to clarify, making a clear statement of the problem

--Is listener paraphrasing what he hears before he reacts or responds attempting to demonstrate understanding

--Is sender restating the message when the listener fails to capture his meaning

--Is the listener asking for illustrations

--Is the sender giving illustrations

--Is the sender direct and to the point

OBSERVER GUIDE Ic

Guidelines for "helper"-"helpee" interaction: (What evidence can you report through your observation?)

The helper's observation is primarily to guide the analysis process (inquiry):

--Is he pressing for clarification and specificity

--Is he giving clues (verbal-nonverbal) confirming understanding

--Is he directing and redirecting analysis in new and productive directions

--Is he providing closure by confirming--when he is getting things clearly

--Is he asking for illustrations

--Is he being supportive

OBSERVER GUIDE Id

Guidelines for "helper"-"helpee" interaction: (What evidence can you report through your observation?)

The helpee is primarily to derive and evaluate relative data from the helper by directing the synthesis process:

--Is he indicating how he wants to be helped in what way or style ("argue with me," "tell me what you have heard," "ask me questions")

--Is he letting helper know when he has been helped

--Is he letting helper know in what ways he has been helped

--Is he letting helper know when he has not been helped

--Is he letting helper know what he needs to be helped

--Is he being clear

Classroom Conditions Which Influence the Learning Experience of Children

AT THE LEVEL OF THE PUPIL AS A SELF IN THE LEARNING EXPERIENCE

Three types of motivation seem to be important. One is motivation to please others. (Jung 1964) Second is motivation to learn content, or first order learning motivation. Third is motivation to learn, or to be a learner, termed second order learning motivation. (Bateson 1945)

Does it matter if the child feels his teacher likes him? Fox, Lippitt and Schmuck find that, "Isolation from the teacher is greater when a pupil perceives himself as being disliked by his teacher than when he thinks he is liked by the teacher." (1964) Does it matter if the pupil agrees with the teacher about classroom behavior? Schmuck and Van Egmond find, "A lack of congruence between the way a pupil feels about classroom behavior and how he thinks the teacher feels is accompanied by a low level of academic performance." (1965)

Does a pupil's perception of his relationships with peers in the classroom matter? Fox, Lippitt and Schmuck report the following findings. "Pupils who perceive themselves as holding low liking status (among peers) are lower utilizers of their abilities than pupils with higher perceived status." "Perceived liking status in the peer group is related positively and significantly to both attitude toward self and attitude toward school." "Pupils who have positive attitudes toward their class are higher utilizers of their intelligence than those who are less attracted to the class." (1964)

AT THE LEVEL OF CLASSROOM PEER GROUP FUNCTIONING

Do actual relationships between children in the classroom influence learning? Fox, Lippitt and Schmuck find that classroom peer groups characterized by a wide spread of liking relations among members have positive emotional climates and that both peer group liking structure and pupil involvement in the classroom group help to fashion a pupil's perception of himself in the group. Furthermore, the research shows that this pupil evaluation of self in relation to others is associated with his attitudes toward self and school in general and that a pupil's perception of his place in the peer group, high status or low, is related also to his utilization of his ability in academic learning. "The

attitude toward self of pupils with high potency of involvement in the peer group is more positive as peer group structure increases in diffuseness." (1964)

Do peer groups in the classroom establish norms which influence learning? One such norm, termed "Pluralistic ignorance," is reported by Lippitt as follows: "We find, for example, in an average elementary school class, that the majority of the pupils perceive that most of the other pupils are against too active cooperation with the teacher, are against being 'eager beavers' about study and learning. Nevertheless, the majority of the group, in confidence, will indicate a great desire to be more active, to become more involved. Yet there is collusion to maintain mutual ignorance." (1962)

AT THE LEVEL OF DIRECT WORKERS WHO CREATE LEARNING EXPERIENCES

Does the teacher behavior directly influence the pupil's learning experience? Fox, Lippitt and Schmuck report the following findings. "The more a teacher likes a particular pupil, the less isolated he is from the teacher." "A high level of isolation from the teacher is accompanied by a high level of dissatisfaction with the teacher." "A pupil's dissatisfaction with his teacher is accompanied by dissatisfaction for himself (low self esteem)." "Pupils who are isolated from the teacher have more negative attitudes toward school than those who are not isolated from the teacher." "Satisfaction with the teacher is significantly related to the utilization of intelligence for girls at every social status level." "For both sexes combined, satisfaction with the teacher and utilization (of academic potential) are associated when the effects of social class, parental support, and peer status are held constant." (1964)

Schmuck and Van Egmond found that, "The teacher, as a social-emotional leader, had effect on the academic performance of both boys and girls which was independent to a significant degree from the effects of parents and peers." They also found that, "Pupils with more compatible relations with teachers perform at a higher level academically than those with less compatible relations." (1965)

How directive should the teacher be in creating learning experiences for children? Flanders has conducted a series of studies indicating that the teacher's methods influence both the pupils' orientation toward learning and their achievement. Flanders categorizes observed behaviors of teachers as "direct

influence" and "indirect influence." Indirect influence includes "accepts and clarifies feelings; praise and encouragement; asks questions of procedure; accepts clarified student ideas; general questions." Direct influence includes "routine administration or statements unrelated to learning; gives information, opinion; gives criticism; justifies non-authority." Collected observations are analyzed in an "interaction matrix." Flanders' findings include the following. "The teaching methods we have called indirect produce more achievement." "Direct influence decreases learning except when goals have initially been clarified and made acceptable by use of indirect influence." (1962)

Mrs. Jones' Problem

A fifth grade teacher asked for your help. She said:

"My classroom group this year just can't seem to get going. The children aren't low in intelligence. They just don't seem to want to learn. I've never had a group of children drag their heels this way. They should be more active learners. I'd like to do something about it, but I don't know where to begin. Can you help me?"

According to this statement, the teacher has the problem. She is the one who is "feeling the pain" so to speak. It's caused by her classroom group not seeming to want to learn. The way she states it, it sounds like "the type of problem" might be disagreement about goals. The teacher wants higher goals than the children. The teacher's improvement goal is that the children "should be more active learners."

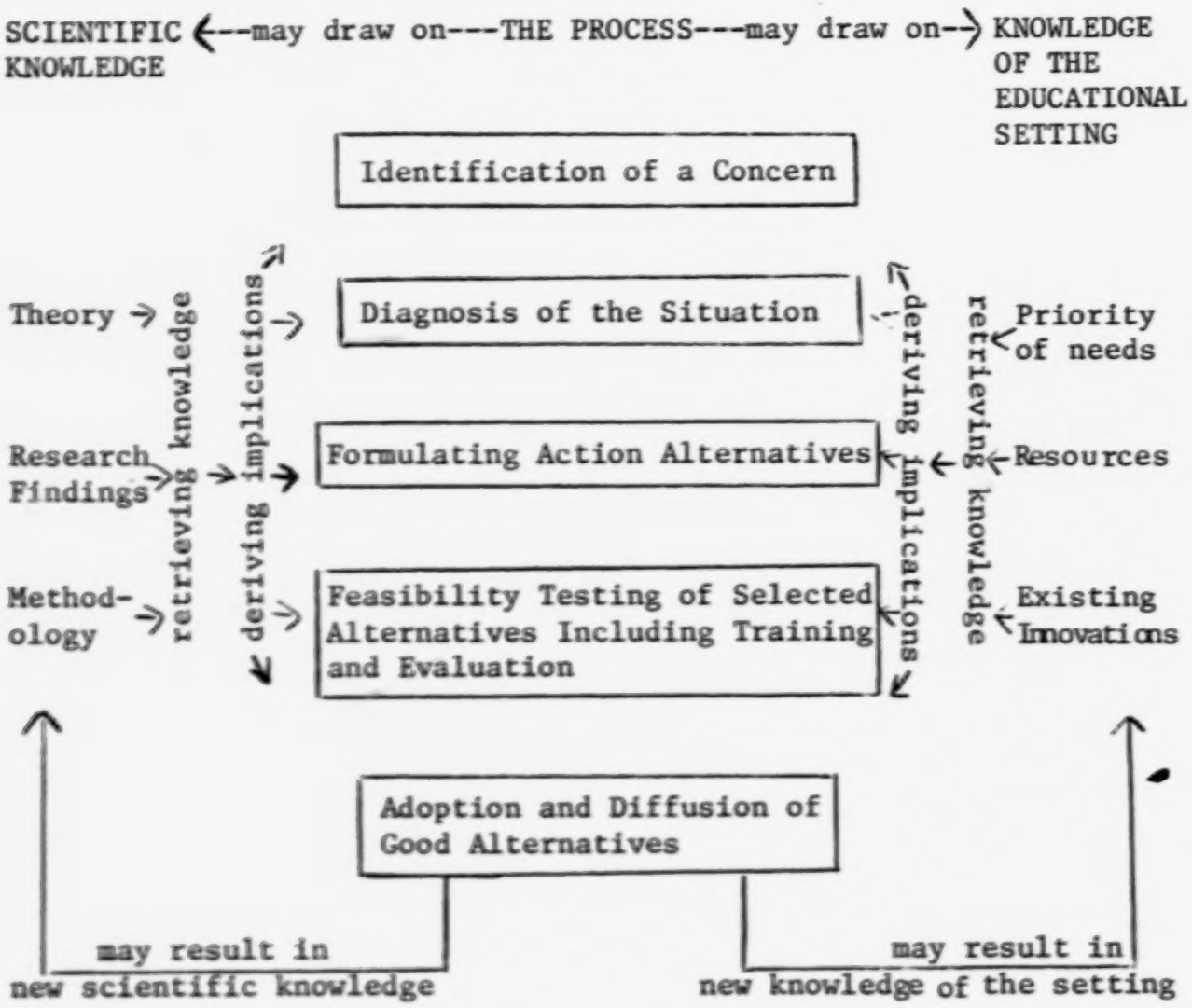
All of this is quite vague so you started by getting this teacher to work out a force field. Here's how it looked.

Improvement Goal: Having the children in my classroom become more active learners.

Forces for	Forces against
I want them to be more active →	← They don't seem to care about learning
I will help any way I can →	← Some of the children seem to lead the group astray
They are an intelligent group →	← I don't know what's causing this situation
Some of the children are quite active →	← They had a very strict teacher last year
I think they would really like to do better →	← Some seem to fight me every inch of the way
I have good rapport with some →	

You talked with the teacher about what she meant by each of these forces and together picked out six tools from "Diagnosing Classroom Learning Environments" which she administered to her classroom group. Which six did you pick out?

Knowledge Utilization Model for Educational Change*



*Jung, Charles, and Lippitt, Ronald, "Utilization of Scientific Knowledge for Change in Education," unpublished paper presented at COPED New York Conference, January 28, 1966, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, University of Michigan, Ann Arbor, Michigan. To be published in Theory Into Practice, February, 1966.

Gathering Data

There are many ways of gathering data. In one sense, we are gathering data all the time by being aware of what is happening around us. Most of the things we are aware of are not really news to us. They are things that we fully expected. The force field diagnostic technique can help us pick out things that we want to check on more carefully. Supposing we really want to know how the children feel about a particular activity or about being helpers to each other in the classroom. There are a variety of ways to gather such data. Some of these ways will be suggested below. Before you select one of these for any particular occasion, there are a few important questions to consider. What will be the respondent's reaction to being asked this question in this way? How will I know if this question has the same meaning to the respondents that it has to me? Will the respondents feel free to give their own reactions, or will they be more apt to give answers that they think somebody wants to hear? Is this question clear enough so that a respondent will answer it the same way each time it is asked, barring some major change in the situation? These are the kinds of questions that social scientists are concerned about when they gather data. You will be increasing your own data gathering skills each time you work through these questions as part of a data gathering effort. Here are some ways to gather data:

WRITTEN QUESTIONNAIRE

1. --open ended answers: anything from finishing a sentence to writing an essay;

2. --multiple choice: forced choice where you must pick only one or free choice select as many as are correct for you;

3. --preferred choice: a form of forced choice where you select the things you like best or least as compared with other things (e.g., Would you rather be a helper in reading or arithmetic?)

4. --scaled response: (e.g., On a five point scale where 1 is "not at all" and 5 is "very much," check how you liked the way we worked on social studies today. Or, for younger children, check the face that shows how you feel about our new workbooks.

INTERVIEW

May be open and free flowing or highly structured with the questions figured in advance and closely adhered to:

--total group discussion where you raise the questions and see how they are responded to in the total group;

--small group, where you bring together the certain combination of people who are relevant;

--key informant, where you gather data from one or more individuals who you have reason to believe can give accurate views as to what others would say;

--all the individuals, where you find out how each individual answers the questions by himself.

OBSERVATION

Again, the approach may be open ended where you keep your eyes and ears open for anything that might be important, or highly structured such as where you count the number of questions asked by each child during a 20-minute science period.

--you do the observing: as you are involved with the pupils--as you watch the pupils during times when you are not involved--by tape recording a period of activity and later collecting the data as you listen to the tape;

--you get someone else to do the observing: it may be another teacher, or the principal, who has agreed to help in this way--it may be a parent whom you have enlisted as a helper--it may be some pupils whom you have trained as observers.

Now--look again at Mrs. Jones' force field and select an area that you believe would be helpful to collect some data about. Decide who you would get the data from and make up two specific questions you would ask and the kind of answer to be used (i.e., open ended, multiple choice, scale).

Example: Question How do you like arithmetic?

Type of answer:	1	2	3	4	5
	very much	OK	so-so	not much	not at all

Question 1

Type of answer:

Question 2

Type of answer:

REVIEW CRITERIA

In selecting tools for data collection, the following evaluation criteria for choosing tools should be followed:

1. What are the functional specifications of available tools (questionnaires, interviews, observations, etc.?)

2. Have you evaluated the ranking and rating significance of forces identified?

3. Have you matched rating and ranking data to the functions of the tools available for data collection?

4. Have you selected tools which give best match?

Tools for Data Gathering on Mrs. Jones' Problem

The six tools that you picked out were:

Tool #		on page
1	Classroom Life	11
2	My Teacher	14
6	The People In My Class	27
7	How This Class Feels	42
8	How Do You Feel About These Things	43
9	How Do You Think Your Teacher Feels	44

The teacher tabulated the children's responses and you met with her to analyze the results. The purpose of your meeting was not to plan action steps. The two of you had decided to hold off on that until you felt clear about the meaning of this data. Your first step was to pick out what seemed to be the major results. The answers to many of the questions didn't seem too surprising or helpful. However, a few of the results did seem to stand out.

Look over the data and pick out the major results.

Summary of Results

TOOL 1

CLASSROOM LIFE

(How the Pupils Feel About Their Class)

1. Life in this class with your regular teacher has

0	a. all good things
5	b. mostly good things
10	c. more good things than bad
8	d. about as many good things as bad
6	e. more bad things than good
1	f. mostly bad things

2. How hard are you working these days on learning what is being taught at school?

4	a. very hard
6	b. quite hard
13	c. not very hard
7	d. not hard at all

3. When I'm in this class, I

6	a. usually feel wide awake and very interested
11	b. am pretty interested, kind of bored part of the time
10	c. am not very interested, bored quite a lot of the time
3	d. don't like it, feel bored and not with it

4. How hard are you working on schoolwork compared with the others in the class?

7 a. harder than most

9 b. a little harder than most

8 c. about the same as most

5 d. a little less than most

1 e. quite a bit less than most

5. How many of the pupils in this class do what the teacher suggests?

3 a. most of them do

12 b. more than half do

11 c. less than half do

4 d. hardly anybody does

6. If we help each other with our work in this class, the teacher

2 a. likes it a lot

7 b. likes it some

13 c. likes it a little

8 d. doesn't like it at all

7. How good is your school work compared with the work of others in the class?

2 a. much better than most

6 b. a little better than most

18 c. about the same as most

4 d. not quite as good as most

0 e. much worse than most

8. How often do the pupils in this class help one another with their schoolwork?

0 a. most of the time

5 b. sometimes

19 c. hardly ever

6 d. never

9. How often do the pupils in this class act friendly toward one another?

4 a. always

19 b. most of the time

7 c. sometimes

0 d. hardly ever

Summary of Results

TOOL 2

MY TEACHER

(How the Pupils Would Like Their Teacher to Act)

	Much More than he does now	A little more than he does now	The same as he does now	A little less than he does now	Much less than he does now
1. Help with work	2	7	18	3	0
2. Yell at us	0	8	21	1	0
3. Make sure work is done	6	16	5	3	0
4. Ask us about how we will work	3	2	13	10	2
5. Smile & laugh	5	8	17	0	0
6. Make us behave	4	14	8	3	1
7. Trust us on our own	2	4	12	9	3
8. Make us work hard	4	13	9	2	2
9. Show that he under-stands how we feel	3	11	14	2	0

Summary of Results

TOOL 6

THE PEOPLE IN MY CLASS

	Pupils #	1. inf. gen.	2. inf. girls	3. inf. boys	4. most coop.	5. most against	6. could improve	7. best learn	8. like to be
	1	0	0	0	0	1	3	0	0
	2	2	0	5	0	7	2	0	2
	3	0	0	0	0	0	0	0	0
b	4	8	4	13	2	12	4	5	11
o	5	1	0	3	8	0	7	0	4
y	6	9	6	12	0	4	6	1	2
s	7	11	6	14	0	6	2	6	14
	8	3	1	8	7	2	0	16	6
	9	2	0	4	8	2	4	2	0
	10	0	0	0	0	1	6	0	0
	11	19	18	14	0	16	4	8	16
	12	1	1	3	2	4	2	0	0
	13	0	0	0	3	3	1	0	0
	14	0	0	0	2	2	1	0	0
	15	0	0	0	0	0	0	0	0
	16	1	3	0	11	0	2	3	0
	17	2	7	0	8	2	4	9	0
	18	0	0	0	0	0	5	0	0
	19	7	10	4	7	3	1	0	6
g	20	0	1	0	0	2	2	0	0
i	21	1	1	0	1	7	8	4	0
r	22	0	3	0	14	0	0	19	3
l	23	12	16	7	6	4	3	1	16
s	24	0	0	0	0	3	6	0	0
	25	11	12	2	0	9	8	2	9
	26	0	0	0	2	0	2	2	0
	27	0	0	0	0	0	1	0	0
	28	0	0	0	0	0	2	0	0
	29	0	1	0	9	0	0	12	1
	30	0	0	0	0	0	3	0	0

Summary of Results

TOOLS 7, 8 & 9

HOW THIS CLASS FEELS

HOW DO YOU FEEL ABOUT THESE THINGS

HOW DO YOU THINK YOUR TEACHER FEELS

Summary of Individual Pupils' Standards

	agree almost always	agree more than disagree	agree as often as disagree	disagree more than agree	disagree most always
1. It is good to take part as much as possible in class-room work.	13	9	6	2	0
2. Asking the teacher for help is a good thing to do.	11	7	7	2	3
3. It is good to help other pupils with their school-work except during tests.	2	3	8	8	9

		agree almost always	agree more than disagree	agree as often as disagree	disagree more than agree	disagree almost always
4.	Schoolwork is more often fun than it is not fun.	1	6	13	8	2
5.	The teacher really understands how pupils feel.	4	7	11	3	5

Summary of What Individual Pupils Believed Their Classmates Felt

	agree almost always	agree more than disagree	agree as often as disagree	disagree more than agree	disagree almost always
1. It is good to take part as much as possible in class-room work.	0	5	12	9	4
2. Asking the teacher for help is a good thing to do.	8	8	9	2	3
3. It is good to help other pupils with their school-work except during tests.	2	2	9	11	6
4. School-work is more often fun than it is not fun.	2	7	10	8	3

		agree almost always	agree more than disagree	agree as often as disagree	disagree more than agree	disagree almost always
5.	The teacher really understands how pupils feel.	2	8	10	5	5

Summary of What Individual Pupils Believed Their Teacher Felt

	agree almost always	agree more than disagree	agree as often as disagree	disagree more than agree	disagree almost always
1. It is good to take part as much as possible in class-room work.	14	12	3	1	0
2. Asking the teacher for help is a good thing to do.	16	9	5	0	0
3. It is good to help other pupils with their school-work except during tests.	0	0	4	12	14
4. School-work is more often fun than it is not fun.	3	7	14	5	1

	agree almost always	agree more than disagree	agree as often as disagree	disagree more than agree	disagree almost always
5. The teacher really understands how pupils feel.	8	11	9	2	0

Major Results of Mrs. Jones' Data

The following are the major results that you and Mrs. Jones picked out of the summaries of data she collected in her classroom.

1. Most of the children did not see themselves working as hard as possible at learning.

2. Many of the children did not see the other children working as hard as themselves at learning.

3. Many children did not see some of the other children doing what the teacher suggests.

4. Few children saw pupils helping each other with schoolwork.

5. Most children thought the teacher should decide how they should work, make sure that work was done, and make them work hard.

6. Of the seven children (four boys and three girls) seen as best able to get others to do things, none were among those seen as most cooperative with the teacher.

7. Three of these seven (two boys and one girl) were among those seen as most often against the teacher.

8. Almost every member of the class was seen by someone in the group as able to improve their schoolwork if they wanted to.

9. Most pupils, themselves, felt it would be good to take part in classroom work, but believed that most of the others did not feel this way.

10. Most pupils did not feel it good to help others, believed others felt this way, and believed the teacher agreed. (In fact, the teacher did not agree!)

You and the teacher derived several implications from these results. What were they?

(Remember, implications derived from results are not how to do it plans. They are merely new, more specific goals based on two things--one, the data--two, the general goal you started out with.)

GUIDE for Anchored Trainer Ratings

Here are the explicit definitions of each of the 12 ratings. Please keep this guide in front of you while you rate yourself, and base your ratings on the specific behaviors listed to describe each scale.

1. Listening Skills: Works at understanding what others are saying; asks others to repeat; asks others to clarify. Tells others what he has heard; seems to have understood correctly what others said.

2. Saying Skills: Says things clearly, using words others can understand. Speaks in a way that is direct and to the point. Asks what others have heard and offers to clarify. Others seem to understand correctly what he has said.

3. Openness: Shares feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses. His emotions show clearly and appropriately (e.g., joy, boredom, anger, sorrow, etc.)

4. Trust: Willing to listen to and try out others' ideas. Seeks and accepts help from others. Shows that he expects others to be sincere and honest with him.

5. Feedback: Asks for others' impressions of him. Shares his views of others with them. Seems aware of whether or not others are ready to receive his views; presents views in a way that is helpful. Lets others know when they have been helpful to him.

6. Awareness of own Behavior: Shows he is aware of how others are reacting to his behavior; shows he is aware of how he is reacting to the behavior of others; shows he is considering the implications to himself; uses this awareness in considering whether or not his own behavior is what he wants it to be.

7. Experimenting with own Behavior: Shows flexibility in taking different roles in the group at different times (e.g., leader, clarifier, etc.). Shows increasing variety of ways he relates to specific members of the group. Shows he is thinking about the meaning to himself as he tries these different behaviors.

8. Contributes to Group's Awareness of Itself: Helps members to be aware of what is happening as a group. Raises questions about what the group is doing, feeling, heading toward; offers own views on what the group is doing, feeling, etc.

9. Problem Solving Effectiveness: Helps the group to make realistic progress in problem solving efforts. Is effectively work oriented. Aids group productivity.

10. Helping Group Maintenance: Works well with own and others' feelings; helps develop and maintain good relationships in the group.

11. Group Diagnostic Ability: Able to understand why things happened as they did in group; can explain group difficulties as a basis for corrective or supportive action.

12. Overall Effectiveness as a Group Member: All things considered, makes effective contribution to own and others' learning and work.

ATR Trainer Rating Form

Group member:_____ Date_____

Rated by:_____ Time of day:_____

(low) (high)

1. Listening Skills: 1 2 3 4 5 6 7 8 9

2. Saying Skills: 1 2 3 4 5 6 7 8 9

3. Openness: 1 2 3 4 5 6 7 8 9

4. Trust: 1 2 3 4 5 6 7 8 9

5. Feedback: 1 2 3 4 5 6 7 8 9

6. Awareness of own Behavior: 1 2 3 4 5 6 7 8 9

7. Experimenting with own Behavior: 1 2 3 4 5 6 7 8 9

8. Contributes to Group's Awareness of Itself: 1 2 3 4 5 6 7 8 9

9. Problem Solving Effectiveness: 1 2 3 4 5 6 7 8 9

10. Helping Group Maintenance: 1 2 3 4 5 6 7 8 9

11. Group Diagnostic Ability: 1 2 3 4 5 6 7 8 9

12. Overall Effectiveness as a Group Member: 1 2 3 4 5 6 7 8 9

The Joe-Harry Window and the Concept of Feedback

There are some things we know about ourselves and some that we don't know. There are some things that others know about us and some that they don't know. For you and any particular other person this can be represented by the following diagram known as the Joe-Harry Window. (Joe and Harry are the names of the two guys who thought up this diagram.)

Things About Myself That I--

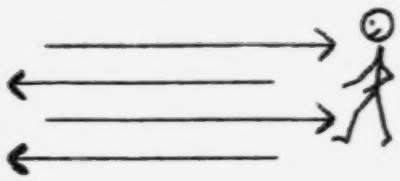
Things about myself that the other--	do know	don't know
does know	common knowledge	My blind spots such as bad breath that my best friends haven't yet told me about
does not know	My secrets and things I haven't yet had a chance to tell	My hidden potential of things that I never dreamed I could do or be

As you develop a helping relationship with another person--a relationship where each of you help the other to grow--the "blind spot" and "secret" areas become smaller as more information about each other becomes common knowledge. It is not meant to be implied here that a person should be completely or indiscriminately open. There are things about each of us that aren't relevant to the helping relationships we have with others. As those things that are relevant are shared, and as they are found to be helpful, a trust develops that allows us to explore and discover new abilities in our area of hidden potential. One of the most important ways that this happens is through the giving and receiving of feedback.

You

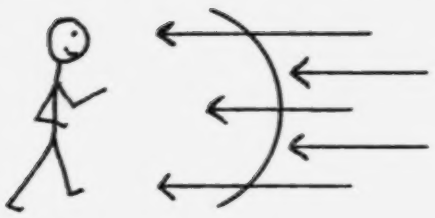
Our behavior constantly sends messages to others.

When the other shares his reaction to our behavior, this is called feedback.



Other

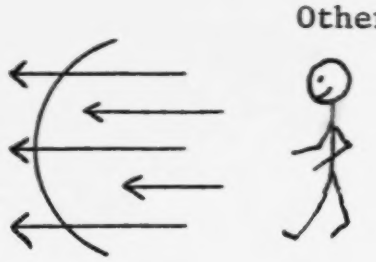
You

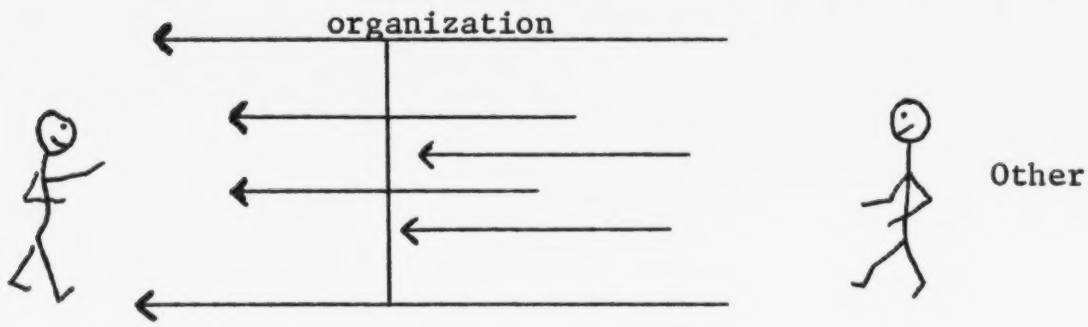


There are barriers in each of us which allow us to receive some of this feedback, but which screen some of it out.

Other

There are barriers in the other which allow him to share some of his reactions, but cause him to hold back on others.





There may be barriers in the way our organizations operate that make it hard for some kinds of feedback to take place.

There are also things in us, in the other, and in the way our organizations operate that facilitate constructive exchanges of feedback.

Feedback is a process of giving and receiving information between two persons or among persons in order to maximize helpful communication. (Understanding, empathy, clearer perception, rapport, more accurate matching of words and meanings, more accurate matching of verbal and nonverbal behavior.)

The focus of the giving and receiving is on information related to the here-and-now situations we, the persons involved, are experiencing. It is relevant to the NOW of the interaction: The problem being clarified, the way of seeing things, the feelings persons are experiencing, the way persons are affected by the response of others.

Guidelines for giving Feedback:

-- Readiness of the receiver

-- Descriptive, not interpretive

-- On things that are recent

-- At appropriate times

-- Things that are news

-- Things that can be changed

-- Does not demand a change

-- Is not an overload

-- Is given to be helpful

-- Shares something of the giver

Deriving Action Implications and Alternatives from a Research Finding

Research findings seldom have direct application to action. Two steps are generally needed in order to develop action guidelines from a research finding. First, one must decide what he believes to be the implications of that finding for their particular action situation. These implications have a "what" quality. They are not "what ought to be done" but rather "what the objectives should be" given the things that have been learned from the research. Several different kinds of implications can usually be derived from any one research finding. The appropriateness of each implication is usually determined in relation to other facts about the situation and the kinds of attitudes, values, and ideologies which you hold. The "what" relates to goals you desire to achieve.

The second step toward coming up with action guidelines is to consider action alternatives for achieving the objectives you select from among your possible implications. This consideration of action alternatives has a "how" quality. Given a clear objective, how can it be achieved? Again, there are usually several different ways that an objective might be achieved. In this second step, one tries to think up as many different "How we might achieve it" ideas as possible before selecting those that seem best for an action tryout. The "how" implications relate to methods, processes to be employed.

The following is an illustration of a generalized finding from research. It is followed by two possible implications derived from this finding. Each is followed by three possible action alternatives.

Finding:

> Delinquent teenage boys tend to choose young adults who are negatively oriented as role models as compared to matched non-delinquent teenage boys who choose their fathers or persons such as teachers or coaches.

ILLUSTRATES A "WHAT THE OBJECTIVES SHOULD BE" IMPLICATION

Possible Implication #1

Delinquent teenage boys should be kept away from negatively oriented young adults so that they won't be adversely influenced by them.

Possible Implication #2

Negatively oriented young adults should be involved as helpers to delinquent teenage boys in thinking through the implications of their behavior, goals and means to their goals.

ILLUSTRATES A "HOW TO ACHIEVE IT ALTERNATIVE"

Action Alternatives for Implication #1

1. Set up a series of lectures for teenage delinquent boys about the pitfalls of evil companions.

2. Pass a law against teenagers with delinquent records associating with young adults with delinquent records.

3. Conduct a campaign of excluding negatively oriented adults from all organized teenage functions.

Action Alternatives for Implication #2

1. Start a training program for young adults who wish to be helpers to delinquent teenage boys and enlist a 50-50 ratio of negatively and positively oriented young adults.

2. Start a program of training older professional youth workers to work as part of a team with young adults in operating programs which seek to include delinquent teenage boys.

Implications and Action Alternatives Exercise

An implication is arrived at after looking at the major results gleaned from the data collected. After looking at the major results, we come up with the implications. The implications should be the "What," "What needs to be," or "Ought to be."

We then begin to think of the action alternatives which are the results of the implications. After we identify what needs to be done, we think of HOW we might go about doing it. Another way would be to think of different action steps we can take, or activities we can do.

We recognize the fine line that is always present between the implication and the action alternative. It is necessary to be sure we do not get the two confused. Make sure when looking at the WHAT (implication) that we do not begin to discuss the HOW (action alternative).

Major Result Data	Implication WHAT	Action Alternative HOW

Implications Derived from Mrs. Jones' Data Results

THE IMPLICATIONS THAT YOU AND THE TEACHER DERIVED

1. The children needed to find their own motivations for learning and setting learning goals instead of relying so heavily on the teacher to do this for them.

2. The children needed to discover that almost all of them wanted to be more active in class, rather than continuing to assume the opposite to be true.

3. The children needed to know that the teacher wanted them to help each other. They needed to have positive helping experiences with each other. For this to happen, they probably would need some help in learning to give and receive help in constructive ways.

4. The children needed opportunities to explore openly what they wanted their learning goals to be--without being influenced by their assumptions about what others thought.

5. The high influence children who were seen as among those "most often against the teacher" needed to be involved with the class in re-examining the role of teacher and the norms that the class really wanted to have.

6. The teacher needed to stop and find ways to think about the things she was doing that might be supporting these results!

You and the teacher used these implications as guidelines in thinking up a variety of possible action steps the teacher might try out with her classroom group. How many action alternatives can you think up right now?

The Alternatives in Mrs. Jones' Action Plan

On the basis of the diagnostic data and her own feelings of comfort related to each of the action possibilities, the teacher selected a few of them to try out. Her action plan included:

1. A classroom student council was started. It had six members with two dropping off and being replaced by newly elected members every two weeks. The function of the council was to involve the class in problem identification diagnosis, action taking and evaluation as a continuous procedure. The purpose was to make actual and desired norms open and involve all in decisions about how the class should operate. The teacher took the role of helping the pupils to learn skills of data gathering and feedback and considering the adequacy and acceptability of procedures as they were tried out.

2. The teacher was especially careful to support the pupils in including data gathering about how her role and behaviors were seen so that feedback and influence upon her became legitimate.

3. At the same time the council was started, a helper program within the classroom was also begun. Sociometric questionnaires were used to identify who was seen as potential helper to whom in which areas. The teacher took the role of trainer in conducting skill exercises for the pupils on how to be a helper and a helpee. This program eventually became part of the student council's review responsibility.

4. The most negative high influence children were grouped with some who were not so negative and given the opportunity of working as helpers to an after school activities club of younger children. The teacher again took the role of trainer in the skills of being a helper including especially those of getting and using feedback from helpees.

What combination of ways did this teacher use to evaluate this action plan as it progressed?

THE FORCE FIELD DIAGNOSIS

Look at your force field diagram. There are four ways that you can cause the situation to change from what it is now. You can add a force. You can eliminate a force. You can strengthen a force. You can weaken a force. Usually we try to bring about change by adding forces that push toward our goals. Sometimes this causes a reaction of increasing the forces against such movement. The result is that we don't get closer to the goal, but only wind up with greater forces on both sides and more tension in the situation. It is often helpful to take an approach of seeking to reduce some of the restraining forces, the forces pushing against movement toward the goal. Sometimes it even helps to start by reducing a force pushing toward the goal in order to reduce tension in the situation. The force field diagram can help you select the forces that might best be worked on to bring about a constructive change.

MANAGEMENT CONSIDERATIONS

Some questions to think about in carrying out an improvement effort: It will probably be very important to work through the following questions carefully as you carry out your action plan. It is not intended that these questions imply a general right or wrong way of doing things. Every situation is unique. It is suggested that, in any given situation, the way you work out the answers to these questions will strongly influence how your action effort turns out--and the kinds of side effects it may have! The overall question that applies to each of the following questions is: What is the most constructive way to do it this time?

1. Is there an awareness among those who will be affected by the proposed change of need for the change?

2. What are your own motives--why do you desire to see this change come about?

3. What are the motives, present or potential, among those who will be affected for desiring to see this change come about?

4. What is the nature of your relationship with those who will be affected by this change? (e.g., Are

you the "helper" and they the "helpees?" Is it the other way around? Are you seen as an authority figure and/or an expert? Did you mutually establish the relationship or is it simply one set up by your roles--teacher-pupil, etc.?)

5. Are those who will be affected by the change working with you on clarifying what the nature of the situation is?

6. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

7. If you and others have arrived at a point of having some clear intentions for change, what has to happen in order to move from the stage of having good intentions to the stage of making actual change efforts?

8. Are those who will be affected by the change the ones who are carrying out the plan to bring about the change?

9. How will you know if the change has really happened; and if so, why it happened--or why it didn't happen?

10. If the change has happened, what support will be necessary in order for it to continue in the new way?

11. Are those who were involved in this effort now more able to carry out other change efforts in the future?

HELPING RELATIONSHIPS

Research indicates that most of us benefit from having support from others when we try to do something new or different. In fact, many action efforts never really get started because of lack of active support. In undertaking an improvement effort, whom can you turn to for encouragement, for fresh ideas and ways of looking at the situation, to argue with you so as to help bring out the things you haven't thought of, etc. Who can you seek out to build these kinds of helping relationships for yourself.

SCIENTIFIC KNOWLEDGE

Implications for action can be derived from research findings. First one must retrieve research that fits a particular action question. Research is available not only on classroom conditions which influence children but also on organizational and community conditions which affect the learning experience of children by influencing the teacher and the way things happen in a school system.

SELF INITIATION SKILLS

Your most important resource may well be your own willingness to take initiative. The whole process of problem solving--action taking--involves many steps. There are many points along the way where you might get bogged down. It can often be helpful to ask yourself, "Where am I along the steps of the process right now and what are the next steps I need to take?" Sometimes it is hard to stir up your initiative to really take a next step. When you get bogged down this way, it can help to take a few minutes to work out a force field on yourself. What are the forces for and against your getting active in moving on to the next step. Once you've spotted these forces, you can work out a plan to support your own initiative.

Organizational and Community Conditions Which Influence the Learning Experiences of Children

AT THE LEVEL OF THOSE WHO INFLUENCE THE DIRECT WORKERS

What actions of the principal facilitate or inhibit innovativeness of teachers? Chesler, Schmuck and Lippitt report that, "Our data substantiates the assumption that the principal plays an important role in stimulating creative classroom teaching. There is a high and significant correlation between the amount of staff inventiveness, as measured by the mean number of new practices developed by each teacher, and the staff's perception of the principal's support for innovative teaching. There is an even higher correlation between the teacher's perception of his principal's support and his perception of his colleagues' support of innovation. The first finding substantiates the notion that the principal can have a direct influence upon his staff. The second finding substantiates the notion of an indirect role--the principal may encourage an atmosphere where the entire staff publicly supports innovation. Thus the principal's attitudes influence staff norms, and both his orientation and peer standards combine to influence actual staff innovativeness." (1963)

How does the position of the teacher in the informal pattern of faculty relationships influence innovativeness in her classroom? Chesler, et. al., report, "Those teachers who saw themselves involved in dyads or triads were more innovative than those teachers who said they were either isolated or who perceived themselves on the edge or in the middle of large clusters, not in the center, nor in dyads or triads." (1963)

AT THE LEVEL OF INFLUENCERS OF THE SCHOOL SYSTEM AS AN ORGANIZATION

In surveying a number of case studies of change in education, MacKenzie notes that influence sometimes comes from superintendents, boards of education, citizens, state legislatures, State Departments of Education, and state and federal courts. (1964)

How much influence in the organizational structure should the teacher have on the curriculum in order to share innovations? Chesler, et. al., report, "If teachers believe that they have influence, they are likely to feel it is worthwhile sharing information with their colleagues. However, if they do not believe they have influence, or if they are alienated from the social system of the school, then they are likely to feel that there is really no point in sharing because no one will listen. This

observation is readily supported by data which reveal that teachers who are seen by their colleagues as influential, competent, and enthusiastic about teaching innovate and share more than teachers who are not perceived in this way."

Chesler, et. al., reports further, "The objective structure of the school seems to have a different effect on adoption than on innovation. In those schools where the communication structure was more hierarchial, teachers adopted more often than in schools with a diffuse structure." On the other hand, "In those schools where the communication structure was more spread or diffuse, and where almost everyone was linked to someone, teachers innovated and shared more than in schools with hierarchial or nondiffuse structure." (1965)

Are pupils' perceptions of parental attitudes toward school important? Fox, Lippitt and Schmuck find, "Indices for parental support of school, self esteem, and attitudes toward school show that pupils who view their parents as supporting school have higher self esteem and more positive attitudes toward school than pupils who view less parental support of school." (1964) Do all of the various important reference persons in a child's life have influence on his school behavior? Jung reports that the perceived "messages" from others about how to behave at school combine to relate significantly to observations of the socioemotionally handicapped child's positiveness in relating with teachers and peers in the classroom. (1964)

Are there different reference groups within a community which influence the socialization of youth? Logan conducted a study in a middle sized city in which key influencers of youth programs were identified and interviewed. He reports, "Agreements of division of labor, perceptions of goal similarity, and reports of communication patterns indicate a meaningful structuring of the youth development community into four subparts. These include organizations and individuals whose youth development tasks are:

(a) therapeutic services, law enforcement, and social control

(b) formal education

(c) economic integration

(d) religious development, recreation, leisure time activity." (1962)

Logan found that, "Beliefs about best ways of working with children and youth differ according to which youth development area one belongs to." He found further that, "Some youth behaviors are positively valued and viewed as worthy of support; others are disliked and ones we would like to change. There is a fair amount of agreement in the youth development community that work achievement behavior (ambitious, good workers, striving to do better) and social relations behavior (being cooperative, getting along well with others, respecting others) are the most desired behaviors. There is stronger agreement that the most disliked behavior, or behavior that most needs changing, is social relationships behavior (disrespect for others, disrespect for authority, misbehaving legally, being poor citizens). The different subparts having different views about this. There is a general agreement in the community that the family is a primary source of the development of positive youth behavior. There is much stronger agreement that the family is the source of negative youth development."

How adequate is the training generally available to those who work with youth? Morse, Dunn and Bloom found that teachers' responses concerning their orientations toward working with youth were not significantly related to reports of their pupils, or reports of trained observers, as to how they actually were working with youth. (1960) Jung found no significant relationship between teachers' awareness of "good classroom group dynamics" principles and the extent to which they practiced these principles in their classrooms. (1961) Knowing and believing is not the same as doing!

Five Dimensions of Group Growth

There are five dimensions along which groups typically develop and grow. They have to do with clarity about membership, influence, feelings, individual differences, and productivity. People in new groups tend to concern themselves with these dimensions in the order just given.

MEMBERSHIP

When you become part of a new group, the first thing you're apt to care about is what it will mean to be a member. How will others expect you to act? When should you speak and how do you go about it? If you say something as a joke, will others laugh or will they think you were being serious? Is it all right to come late, to leave early, to smoke, to dress informally? Will membership in this group facilitate or conflict with other roles you have in life? Will others in the group hold the same values and attitudes as you? Will membership in this group be stimulating, boring, exciting, threatening, rewarding, inconsequential?

INFLUENCE

As the meaning of membership begins to get clear, attention generally turns to questions of influence. Who is the leader of this group? Is there a chairman? Will the "real leader" please stand up? How do decisions get made? In what ways do people try to influence each other? Are individuals open to letting others influence them? What opportunities are there for you to influence or carry leadership functions? Are there individuals in the group who care more about the power of being leaders than they do about the goals and issues of the group?

FEELINGS

As norms of membership and influence become clear, the expression of feelings becomes increasingly important. When others like an idea or action, do they say so? When there is boredom, frustration or anger, is this shared openly so that it can be worked out constructively? Can you express your feelings freely as they occur so that you don't have to bottle them and let them build up to a point where they burst through inappropriately? Do people wait until they "get out the door" to tell one or two colleagues how they "really felt about the meeting?" Is the expression of

negative feelings seen as honest feedback that can help, rather than a destructive attack? Is expression of positive feelings seen, again, as honest feedback, rather than simply trying to influence or "gilding the lily."

INDIVIDUAL DIFFERENCES

Each member of a group represents certain unique experiences, knowledge and skills. Few groups seem to reach a point where they take maximum advantage of these individual differences. It's rather common for members of a group to reach a level of sharing feelings where each sees the other as likeable because they are pretty much the same as he. This is sometimes referred to as the "honeymoon stage." If enough trust develops, the members may begin to be able to both recognize and value the differences that each possesses. A new set of questions takes on meaning. Do the members take time and effort to learn about the experiences, attitudes, knowledges, values, skills, and ideologies of each other? Does each work at sharing his own ideas in order to get others' reactions and different ways of looking at issues? Do they let each other know that they appreciate these differences even when they don't necessarily agree with them?

PRODUCTIVITY

Most groups exist for a purpose that involves some kind of product. It might simply be to have fun together. It might be to build better mouse traps or to improve the learning experiences of children. The product of many groups seems to tend toward being a "lowest common denominator" of the potential which the individuals in the group are capable. Depending upon how norms of membership, influence, feelings, and individual differences get worked out, a group can reach a level of creative productivity. Ideas of different individuals can be combined into better new ideas which no one alone would have thought of. These questions become important. How much energy goes into arguing about which ideas are "better" or "right" as compared to energy spent on developing new ideas from combining old ones? Is effort spent on diagnosing situations to bring out underlying issues? When problems are raised, is there a value for working them through thoroughly as opposed to moving quickly to taking action? Do members take the time to seek your reactions and ideas? Do the norms of the group's organization support your having time and ways to give your reactions and ideas?

There are two kinds of results of the ways that a new group works out these five dimensions of its growth. One concerns the way that tasks are accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do with maintenance of the group. There may be high esprit de corps where individuals are pleased and excited to be members. There may be confusion and frustration where individuals readily leave the group.

Rating Scales for the Growth of our Group

1. How clear are you about your membership role in the team?

/	/	/	/	/	/	/	/	/	/	/

Completely confused	Clear on some things, confused about others	Completely clear

2. How completely have you shared your ideas in the team meetings?

/	/	/	/	/	/	/	/	/	/	/

I have not shared any of my ideas	I have shared about half of my ideas	I completely shared every idea that occurred to me

3. How much have you tried to influence what has happened in your team meetings so far?

/	/	/	/	/	/	/	/	/	/	/

Not at all	I've tried to be an influence about half of the time	I've tried to influence everything that has happened

4. To what extent have your efforts to influence the team meetings been successful?

/	/	/	/	/	/	/	/	/	/	/

Nothing I have done has had any influence in the group	About half of my attempts have influenced the group	I have strongly influenced the group every time I tried

5. What have your feelings been during team meeting time?

/	/	/	/	/	/	/	/	/	/	/

Completely negative	Positive half the time; negative the other half	Completely positive

6. How strong have your feelings been?

/ / / / / / / / / / /

I have not even been aware of them	Strong half the time, not noticeable the other half	Very strong all the time

7. How clearly have you communicated your positive and negative feelings when you were aware of them?

/ / / / / / / / / / /

Not at all; no one knows how I have been feeling	I have communicated them clearly half of the time	Completely clear to everyone

8. How clear are you about how others are feeling in the team?

/ / / / / / / / / / /

I have no idea about how anyone feels	I am clear about half of the group	I know exactly how everyone feels

9. To what extent has the team benefited from the unique contribution (by virtue of role in the system, training, experience, etc.) of each person in it?

/ / / / / / / / / / /

Not at all; no real benefit from anyone	About 50-50	Completely; benefited from everyone in the group as much as possible

10. To what extent has the team worked at discovering how your unique background and role could contribute to what has been going on?

/ / / / / / / / / / /

They didn't find out anything about me that would have helped	They got about half of the contribution I could have made	They have found out everything about me that could be of any help

11. How productive have we been in our work so far?

Completely unproductive; nothing worthwhile so far	About half as productive as we could be	Very productive; as much as possibly could have been done

12. How creative have we been at coming out with products so far (e.g., actively testing and building on each other's ideas)?

Not creative at all; products have been lowest common denominator of ideas from the group	About 50-50	Extremely creative; products have been better than anyone alone could have come up with

Model for Acting out the RUPS Model

1. Give each person a sign identifying the part of the model she is acting out.

2. Place each person in the corresponding position of the graphic model.

3. Give each person a copy of the statement she is supposed to read at the appropriate time in sequence from one to thirteen. Each statement is numbered.

1. **Identification of Concern**

Mrs. Donne's students did not get along with one another; they often fought on the school grounds and argued in class. Mrs. Donne became convinced that most of the fighting seemed to involve a few students who did not appear to have many friends in the class.

2. **Diagnosis of the Situation**

Mrs. Donne decided to administer some tests--What kind of instruments and data gathering tools will help her?

3. **Methodology**

Mrs. Donne can use sociometric tests. She can find samples in the SRA Booklet.

4. **Research Findings**

Mrs. Donne found out that there were a few highly chosen and well liked children and a few who were often rejected.

5. **Diagnosis of the Situation**
(2b)

Force Field Analysis

Mrs. Donne decided to do a force field on the situation to decide on forces <u>for</u> and <u>against</u> her improving the situation.

FOR	AGAINST
I am concerned Good climate is basic for learning I have support from parents The principal has encouraged me to try out new approaches	My lack of understanding of the children Apparent hostility among them There are a few who are very influential with the class There is a lot of aggression and rejection

6. Research Findings

Mrs. Donne decided to look for some research findings and found these:

"A high level of isolation from the teacher is accompanied by a high level of dissatisfaction with the teacher."

"That classroom peer groups characterized by a wide spread of liking relations among members have positive emotional climates."

"That both peer group liking structure and pupil involvement in the classroom group help to fashion a pupil's perception of himself in the group."

7. Diagnosis
(2c)

Mrs. Donne decided to look again at her force field in the light of her findings and random rated the forces--adding a few other forces.

Mrs. Donne selected to work on one force: "aggression and rejection."

8. Deriving Implications and Action Alternatives

As a first action step for strategy, Mrs. Donne decided to give special responsibility training to the highly liked students in order to teach them how to try to be understanding and patient with their peers.

9. Resources

Mrs. Donne consulted with the principal and county school officials for resources available in responsibility training.

10. Innovation

Mrs. Donne discovered reports of what other teachers had done in similar situations and proceeded to adopt such innovations.

11. Feasibility Testing

Mrs. Donne worked out a plan for training in responsibility and tested it with a group of teachers in the school. She got several good ideas for improving it.

12. Action Steps

Mrs. Donne finished her plans and set schedules for carrying them out.

13. Evaluation

Mrs. Donne invited two teachers to observe her class--and in addition she planned to use a pencil and paper test to measure behavioral changes in her students related to the objectives she set.

Ingathering and Commitment Design (A)

FUNCTION

To provide opportunity for delegates to reflect and (a) identify trainer role and function; (b) critique trainer role and function; (c) identify ways trio can continue preparation; and (d) identify strength, weaknesses, role preference in functioning as a trainer during second phase of project.

PROCEDURE

A. Two circles

B. Inside circle:

   1. three empty chairs

   2. trainer

   3. one representative from each trio to report for the trio

C. Outside circle:

   1. other delegates observe

   2. at any time anyone from outside circle can occupy an empty chair and participate until he has said what he came in to say

Ingathering and Commitment Design (B)

TRIO DISCUSSION

1. What should be the role of the trainers the weekend of March 21-24?

2. Critique trainer role this weekend

3. How best can your trio proceed to prepare for March 21-24?

4. Identify specific activities or steps in the design: (a) you feel ready to lead, (b) you would like to get

additional help and support from your trio, and (c) you would like to try to increase your skills.

Survey Analysis

You have been involved in an intensive inservice training program for the development of Planning and Teamwork Skills. We would appreciate your candid and concise opinion to the following questions:

1. Was the program a success or failure?

   Give your reasons why.

2. What were the particular strengths of the program in terms of:

   (a) instruction

   (b) providing you with useful skills

3. What were the particular weaknesses of the program in terms of:

   (a) instruction

   (b) interfering with your present skills

4. Do you feel confident to attempt to teach your fellow teachers with this instructional system? If not, give your specific reasons why.